

Resources for School Tobacco Programs: A Selected List



2005 Edition



**Wisconsin Department of Public Instruction
Elizabeth Burmaster, State Superintendent
Madison, Wisconsin**

This publication is available from:

Student Services/Prevention & Wellness Team
Wisconsin Department of Public Instruction
125 South Webster Street
P.O. Box 7841
Madison, WI 53707-7841
(608) 267-9354

This document is also available on World Wide Web:
<http://dpi.wi.gov/sspw/tobaccoprogram.html>

October 2005

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Printed on Recycled Paper.

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Acknowledgements

The Department of Public Instruction thanks the following tobacco resource experts who reviewed programs and materials contained in this guide:

Rob Adsit, M.Ed.
Supervisor, Education and Outreach Programs
UW-Center for Tobacco Research

Jeffrey A. Craig, MA
Science Educator
Madison Metropolitan School District

Debbie Fisher, Director
Tobacco Free Kids of Rock County
Southern Region

Rachelle Greller, MPH
ATODA Program Consultant
Department of Public Instruction

Jon W. Hisgen, MS, CHES
Comprehensive School Health Education
Consultant
Department of Public Instruction

Pamela Kanikula, MSW
ATODA Program Consultant
Department of Public Instruction

Kathy Lamb, BS
ATOD Prevention Coordinator
School District of Waukesha/Pro Health Care

Kim Leupold, MA
Health Educator
Brookfield East High School

Michelle Mercure, MS, CHES
Manager Youth Tobacco Program
American Lung Association of Wisconsin

Diane Moreau-Stodola, MSRD
Chronic Disease Specialist
Department of Health & Family Services
Green Bay Regional Office

Julie Retza, MS
Science Educator
Crivitz School District

Ryan Sheahan, BS
Youth Tobacco Program Coordinator
Tobacco Free Dane County Coalition

Gerald Slattery
Science Educator
Wausaukee School District

Vicki Stauffer, BA
Program and Planning Analyst
Division of Health
Department of Health & Family Services

Julie Swanson, MPH
Outreach Specialist
Wisconsin Clearinghouse for Prevention
Resources

Sandra Thurman, M.Ed.
Prevention Specialist
Milwaukee Public Schools

Jennifer Ullsvik, MS
Epidemiologist
Division of Health
Department of Health & Family Services

Robert Wahl, BS
Science Educator
New Glarus School District

Additional thanks to Dave Felten who collected and organized materials, summarized information, and prepared text and design of this document.

This publication is supported in large part by the Wisconsin Department of Health and Family Services Tobacco Control Program and by the Centers for Disease Control and Prevention's Division of Adolescent and School Health through a cooperative agreement on comprehensive school health programs.

Introduction

This descriptive list of resources and programs is designed to help Wisconsin school communities select materials that will assist them in implementing effective programs and policies to help reduce tobacco use among youth. Its development is part of Wisconsin's strategic plan to reduce tobacco use. School tobacco programs and policies are recognized by the Centers for Disease Control and Prevention and other experts as effective means to prevent and reduce use. They are most effective when coordinated within the school and with multiple other tobacco control activities in the broader community.

The *CDC Guidelines for School Health Programs to Prevent Tobacco Use and Addiction* (<http://www.cdc.gov/mmwr/preview/mmwrhtml/00026213.htm>) offer guidance for implementing effective programs and policies. These guidelines recommended that schools:

1. *Develop and enforce a school policy on tobacco use.*
2. *Provide instruction about the short- and long-term negative physiologic and social consequences of tobacco use, social influences on tobacco use, peer norms regarding tobacco use, and refusal skills.*
3. *Provide tobacco-use prevention education in grades K-12.*
4. *Provide program-specific training for teachers.*
5. *Involve parents or families in supporting school-based programs to prevent tobacco use.*
6. *Support cessation efforts among students and school staff who use tobacco.*
7. *Assess the tobacco-use prevention program at regular intervals.*

These guidelines are consistent with the *Wisconsin Framework for Comprehensive School Health Programs*, which provides guidance for a wide variety of effective school-based health, safety, and youth development programs and initiatives.

Methods

Staff searched for evidence of effectiveness for school-based tobacco programs using the Substance Abuse and Mental Health Services Administration's (SAMHSA) *Model Programs* database and by directly contacting the lead researchers. School programs initially selected for the evidence-based programs section were those readily available and whose evaluations demonstrated significant positive findings regarding tobacco use for middle or high school students. Staff also identified other school tobacco resources that were consistent with the CDC guidelines, had multiple activities, and were readily available but did not have evidence of impact on tobacco use in isolation of other strategies or programs. A panel of reviewers was chosen with established expertise in tobacco prevention and intervention. These panelists represented schools as well as state and community agencies and organizations. The actual resources and the evaluation evidence of the chosen research-based programs were reviewed by the panelists who made the final recommendations of programs and resources for inclusion in this list.

Cautions Regarding Up-to-Date Factual Information

Some resources under review were found to be valuable with the exception of their outdated factual information sheets. Recent research demonstrating the strength of social norms education as a prevention strategy confirms the necessity of providing only the most current incidence and attitude information to students. Please note the final section of this booklet listing websites where regularly updated fact sheets are available to supplement any other materials.

Review Criteria for School Tobacco Resources

The following criteria were used by the review committee to help determine if a resource would be included this document. If five or six criteria [A-F] were met, the program was chosen for inclusion. If only four of the six were met, serious consideration was given to disapproval. Three or less criteria met required disapproval.

Committees reviewing tobacco materials locally may find it helpful to use an established set of criteria such as this.

- A. Accurate and up-to-date information
 - Information is less than 5 years old. (*Automatic sanctioning of any curricular materials if information is inaccurate, incomplete, or outdated*)
- B. Developmentally appropriate for intended age
 - Language, concepts, and tone (emotional message) appropriate for age and audience.
- C. Clear and consistent messages
 - A consistent no tobacco use message is emphasized throughout the materials.
- D. Non-biased
 - Representation of communities of color in actors in materials; recognizing and respecting ranges in cultural/community norms, language, and beliefs about tobacco. Equal and appropriate representation of males and females.
- E. Consistency with CDC Guidelines for School Health Programs to Prevent Tobacco Use and Addiction
 - Policy
 - Curriculum and instruction
 - Teacher training
 - Family and community involvement
 - Tobacco cessation
 - Assessment/evaluation
- F. Resource quality
 - The visual quality, acting, sound, and/or narration are of a high standard and do not detract from the overall quality of the resource.

A. Model Scientifically-based School Programs with Significant Evidence of Impact on Tobacco Use

The following information is offered as examples of programs that have strong evidence of effectiveness. Each program:

- has a well-designed evaluation that had significant positive findings for middle school students in preventing or reducing tobacco use, and
- is readily available for use by schools.

Most programs have a significant focus on tobacco, though they may be part of broader substance abuse or health programs.

Programs are listed in three categories: Curriculum and Instruction, Experiential Learning, and Youth Cessation. *Inclusion of a program does not imply endorsement by the Wisconsin Department of Public Instruction (DPI).* Use of these programs is not a requirement of DPI grant programs. School communities are, however, encouraged to select or develop effective programs consistent with CDC guidelines and local needs and values.

1. CURRICULUM and INSTRUCTION

Life Skills Training	
<i>Target Audience</i>	Grades 6-9
<i>Length</i>	15 class periods in year 1; 10 class periods in year 2; 5 class periods in year 3
<i>Key Tobacco-related Findings</i>	Reduced initiation of cigarettes (also alcohol and marijuana) after 3 and 6 years over control group. Six-year reduction of 44% over controls.
<i>Objectives</i>	Students will be able to: <ul style="list-style-type: none">➤ describe self-image formation, its relationship to behavior and how to improve it,➤ identify myths and misconceptions about tobacco, alcohol and marijuana use,➤ describe physiological effects of smoking,➤ demonstrate effective communications, coping, and relationships skills, and➤ evaluate advertising techniques used to manipulate behavior.
<i>Theory</i>	Three major components that cover the critical domains found to promote drug use. Research has shown that students who develop skills in these three domains are far less likely to engage in a wide range of high-risk behaviors. The three components include drug resistance skills, personal self-management skills, and general social skills.
<i>Materials</i>	Teacher's manual with lessons and background material; student guide with skills guidelines, information, activities for classroom and at home; relaxation audiotape.
<i>Cultural Versions</i>	Spanish
<i>Training</i>	Developers recommend two days of training. Information on training sources is available from DPI Student Services, Prevention and Wellness Team, 608-266-8960.
<i>Materials Source and Date</i>	Princeton Health Press; 2002 1-800-636-3415 http://www.lifeskillstraining.com
<i>Source of this Information</i>	SAMHSA and curriculum introduction

Model Scientifically Based Programs

Project ALERT	
<i>Target Audience</i>	Middle School
<i>Length</i>	11 sessions in year 1, 3 sessions in year 2
<i>Key Tobacco-related Findings</i>	<ul style="list-style-type: none"> ➤ Current and occasional cigarette use was 20 to 25% lower among baseline experimenters. ➤ Regular and heavy cigarette use was one-third to 55% lower among baseline experimenters.
<i>Objectives</i>	Aims to reverse a pro-drug way of thinking and empower teens to resist social pressures to use harmful substances.
<i>Theory</i>	This curriculum was developed and field-tested over a ten-year period by the RAND Corporation. Research demonstrates that teens have a mindset about drugs. Project ALERT shifts the pro-drug mindset by motivating students against drug use, providing skills and strategies to resist drugs, and by establishing new non-use attitudes and beliefs.
<i>Materials</i>	Classroom guided small group activities, role playing, 8 real life videos (VHS or DVD), guided classroom discussions. The curriculum focuses on consequences, perceptions, resistance and expectations.
<i>Training</i>	One day training required, either individually online or locally for 25 or more teachers. Includes lesson plans, supporting videos and posters, updates, toll-free help with implementation, access to online resources.
<i>Materials Source and Date</i>	Project ALERT; 2004 1-213-623-0580 www.projectalert.com
<i>Source of this Information</i>	SAMHSA and curriculum introduction

Project TNT: Towards No Tobacco Use	
<i>Target Audience</i>	Grades 7-8
<i>Length</i>	10 sessions, 40-50 minutes each in 7 th grade; 2 sessions in 8 th grade
<i>Key Tobacco-related Findings</i>	<ul style="list-style-type: none"> ➤ Initiation of cigarette smoking was reduced by 26% (average 1 and 2 year follow-up) over control group. ➤ Initiation of smokeless tobacco was reduced by 60%. ➤ Weekly/frequent smoking was reduced by 30%. ➤ Weekly/frequent smokeless use was eliminated.
<i>Objectives</i>	Students will be able to: <ul style="list-style-type: none"> ➤ describe addiction, disease, consequences of use, prevalence of use among peers, ➤ demonstrate effective communication, refusal and coping skills, ➤ identify media/advertising influences on teens to use tobacco, ➤ identify methods for building self-esteem, and ➤ describe strategies for advocating for no tobacco use.
<i>Theory</i>	In order to resist tobacco use, students need: awareness of misleading social information promoting tobacco use; skills to counteract social pressures; knowledge of physical consequences that tobacco can have in their own lives.
<i>Materials</i>	Implementation manual with lessons and background material, two videos, student workbook, optional kit with posters and other instructional materials.
<i>Cultural Versions</i>	Spanish
<i>Training</i>	Developers recommend two days of training. Current information on Wisconsin training is available from DPI Student Services, Prevention and Wellness Team, 608-266-8960.
<i>Materials Source and Date</i>	ETR Associates; 2004 1-800-321-4407 http://pub.etr.org
<i>Source of this Information</i>	CDC National Center for Chronic Disease Prevention and Health Promotion

Model Scientifically Based Programs

Michigan Model **USE WITH CAUTION!	
<i>Target Audience</i>	Grades K-12; tobacco lessons target grades 4 -12
<i>Length</i>	40 lessons per year in many health and safety topics.
<i>Materials Format</i>	Separate comprehensive health curriculum binders for each grade K-6. Tobacco and ATOD binders separate from the comprehensive curriculum for grades 7-8 and 9-12. All manuals contain lessons, teacher reference materials, and masters for student handouts.
<i>Key Tobacco-related Findings</i>	<ul style="list-style-type: none"> ➤ There were significant reductions in smoking. ➤ There was no reduction in smokeless tobacco use.
<i>Objectives</i>	To view a complete list of the learning objectives in the various manuals, visit the program website. The skills necessary to avoid peer pressure, make positive decisions and refuse drugs are key elements of the emotional and mental health component found in grades K-6.
<i>Theory</i>	Social influences
<i>Materials</i>	<p>For grades K-6, each curriculum is divided into six phases at every grade level with one of the six concentrating on substance abuse prevention.</p> <p>For grades 7-8, separate manuals include: <i>It's No Mystery: Tobacco is a Killer</i> and <i>Protect A Friend–Share Your Skills</i>, ATOD module.</p> <p>For grades 9-12, separate manuals include: <i>Teens Campaign Against Tobacco</i> and <i>Teens Voice Solutions to Alcohol, Tobacco, and Other Drugs</i>.</p> <p>Family activities in many modules include homework, presentations, and materials. Supplemental videos, posters, and demonstration materials also available.</p>
<i>Materials Source</i>	<p>Central Michigan University; 2004 - continually updated 1-800-214-8961 http://www.emc.cmich.edu/mm/default.htm</p>
<i>Training</i>	Not required, but available upon request
<i>Source of this Information</i>	<p>Making the Grade: A Guide to School Drug Prevention Programs, 2005. http://www.emc.cmich.edu/mm/default.htm</p>
<i>Evaluator Comment</i>	<p>Although a SAMHSA Model Program, reviewers did not approve this program for use as is. This 2004 version includes fact sheets using data from the 1990's. Other materials have a modern look to them and would maintain student interest. If schools choose to use this curriculum, caution must be taken to update factual information from some other source.</p>
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Model Scientifically Based Programs

2. EXPERIENTIAL LEARNING

Project Venture	
<i>Target Audience</i>	Grades 5-9
<i>Length</i>	About 20 hourly in-school sessions per year, one 2-3 hour after-school session per week and one day-long weekend/vacation-time activity per month, 4 community service-learning projects plus 4 family events per year, 7 day leadership camp in the summer
<i>Key Tobacco-related Findings</i>	<ul style="list-style-type: none"> ➤ Lifetime tobacco use was significantly reduced. ➤ Frequency of tobacco use was significantly reduced. <p>Designed for and tested with high-risk, rural, low-income American Indian populations but replicated with urban American Indians, Alaska Natives, Hispanics/Latinos, and Native Hawaiians.</p>
<i>Objectives</i>	<p>Project Venture aims to prevent substance use and related problems through:</p> <ul style="list-style-type: none"> ➤ classroom-based problem-solving activities, ➤ outdoor experiential activities, ➤ adventure camps and treks, and ➤ community-oriented service learning.
<i>Theory</i>	Built on the concept of “Habilitation” which emphasizes specific problem-solving and leadership skills that are nurtured in young people through interaction in the community and the natural world. Inspired by Native American values.
<i>Materials</i>	Comprehensive planning, curriculum and activity guide
<i>Training</i>	Curriculum guide may not be purchased without also contracting for a minimum of two trainings – one at the new program site and a second training in New Mexico at the National Indian Youth Leadership Project’s Sacred Mountain Learning Center.
<i>Materials Source and Date</i>	<p>National Indian Youth Leadership Project; 2005 1-505-722-9176 www.niylp.org</p>
<i>Source of this Information</i>	SAMHSA and program introduction
<i>Evaluator Comment</i>	Personal skills that raise self-awareness. Does not specifically address tobacco or any other substances.

Model Scientifically Based Programs

3. YOUTH CESSATION

Not on Tobacco (N-O-T): Teen Smoking Cessation Program	
<i>Target Audience</i>	Grades 6-12
<i>Length</i>	Ten sessions with four booster sessions.
<i>Key Tobacco-related Findings</i>	Post-program evaluation shows a 21% quit rate among teens. Of those who continued to smoke, 76% reduced the number of cigarettes smoked during weekdays, and 71% reduced the number of cigarettes they smoked on weekends. These results were reported directly by the teens and were chemically validated. 2004-05 school year results for Wisconsin indicate a 37.1% quit rate.
<i>Objectives</i>	A total health approach to help adolescents: <ul style="list-style-type: none"> ➤ stop smoking or reduce the number of cigarettes smoked, ➤ increase healthy lifestyle behaviors, and ➤ improve life management skills.
<i>Theory</i>	Based on social cognitive theory, the program trains youth in self-management and stimulus control, social skills and social influence, stress management, relapse prevention, techniques to manage nicotine withdrawal, weight management, and peer pressure.
<i>Materials</i>	N-O-T is a voluntary rather than punitive program. It is gender-sensitive and separates participants by gender in small groups using diverse instruction methods. Materials are in the form of a teacher manual, student manuals, and weekly incentives.
<i>Training</i>	To become certified, facilitators are required to attend an eight-hour training available through the American Lung Association of Wisconsin. The curriculum is not available for purchase only.
<i>Materials Source and Date</i>	American Lung Association of Wisconsin; 2003 1-262-782-7833 www.lungusa.org
<i>Source of this Information</i>	SAMHSA and curriculum introduction

Project EX	
<i>Target Audience</i>	Ages 14-19
<i>Length</i>	8 sessions delivered over a 6 week period
<i>Key Tobacco-related Findings</i>	Project EX participants maintained a 17 percent quit rate 5 months after the program's quit day compared to 8 percent of the control group.
<i>Objectives</i>	The program builds interpersonal, coping, commitment, and decision-making skills, and provides training in self-control, all in an effort to facilitate tobacco cessation.
<i>Materials</i>	Project EX is delivered in a clinic setting and involves enjoyable, motivating activities including games, talk shows, and alternative exercises such as yoga. It has been implemented with African American, Asian American, Hispanic/Latino and White youth, in suburban and urban locations and has been replicated in an alternative school setting.
<i>Cultural Versions</i>	Spanish
<i>Training</i>	Not required, but available upon request
<i>Materials Source and Date</i>	University of Southern California Institute for Prevention Research; 2004 1-626-457-4045 http://www.cceanet.org/vti_bin/shtml.dll/cceasearch.htm
<i>Source of this Information</i>	SAMHSA and curriculum introduction

Other Promising Programs

B. Other Promising Resources for Developing Comprehensive School Programs to Reduce Tobacco Use

The following are examples of resources to assist school communities in developing effective programs, policies, and practices consistent with the *CDC Guidelines for School Programs to Prevent Tobacco Use and Addiction*. These include resources for: **curriculum and instruction on tobacco, school tobacco policies, youth advocacy and peer education on tobacco, youth tobacco cessation and intervention programs, and supplemental materials**. Some resources can also be of assistance with teacher training, family and community involvement, and evaluation.

Inclusion of a program or resource does not imply endorsement by the Wisconsin Department of Public Instruction. Use of these resources is not a requirement of DPI grant programs. School communities are encouraged to select or develop effective programs consistent with CDC guidelines and local needs and values.

1. CURRICULUM AND INSTRUCTION

B-Force Comic Book	
Target Audience	Grades 5-6
Length	45 minutes to complete book and accompanying activities
Material Format	Comic book and a number of supporting lessons
Objectives	Students will not initiate spit tobacco use.
Theory	Research demonstrates that when students find they are in the majority related to positive health behaviors, they are more likely to continue those positive behaviors.
Materials Description	Fifth grade comic book designed to introduce students to the health problems caused by spit tobacco.
Materials Source and Date	2005 Developed in cooperation with the Milwaukee Brewers, Wisconsin Dental Association, and DPI. Sent to all school districts annually in the spring in numbers for their fifth graders. Not available for order.
Source of this Information	Comic book description

Get Real About Tobacco	
Target Audience	Grades K-12
Length	Ten lessons with four follow-up sessions.
Objectives	The program will: <ul style="list-style-type: none">➤ reduce risk of using,➤ encourage users to quit, and➤ promote message against tobacco use.
Materials Description	Multi-strategy curriculum that addresses student vulnerability, student influences to use, and alternatives to use. Includes references, fact sheets and resources.
Material Format	Separate kits for grades K-3, 4-6, 6-9, and 9-12. Each contains teacher's guide and 2 or more videos. Some include posters. Age appropriate manipulatives included in K-3 kit.
Materials Source and Date	United Learning; 2004 1-800-323-9084 http://www.unitedlearning.com
Source of this Information	Introduction to the curriculum.
Evaluator Comment	Follows CDC guidelines closely and addresses cultural diversity effectively.

Other Promising Programs

Learning Modules on Social Norms in Youth Tobacco	
<i>Target Audience</i>	Middle school/high school
<i>Length</i>	Various lengths of time
<i>Objectives</i>	Students will: <ul style="list-style-type: none"> ➤ understand that tobacco use is not widespread among Wisconsin youth, and ➤ subsequently choose not to use tobacco.
<i>Materials Description</i>	Using the most recent Wisconsin Youth Risk Behaviors and Youth Tobacco Survey results, students analyze data and predict trends in adolescent risk behaviors. Lessons are closely connected with the Wisconsin Health Education standards and divided into middle school, high school and combined grade level sections.
<i>Material Format</i>	Binder-ready teacher manual.
<i>Materials Source and Date</i>	Wisconsin Department of Public Instruction; 2005 1-608-266-8960 http://www.dpi.wi.gov/sspw/pdf/tobacnorms05.pdf
<i>Source of this Information</i>	Introduction to the document

NICoteen	
<i>Target Audience</i>	Grades 7-10
<i>Length</i>	Six days of experiential learning accompanied by 6 classroom lessons
<i>Objectives</i>	Teens learn and experience the physical, mental, social, and financial consequences of smoking.
<i>Materials Description</i>	Provide hands-on experience for youth to experience how smoking addiction can control their lives. The smoking simulator requires youth to simulate the estimated time a smoker spends smoking each day. For each simulated puff, students must repeat one of seven special phrases reinforcing the consequences of smoking.
<i>Material Format</i>	NICoteen Pack smoking simulators; program manual with curriculum, student video, operating manual and instructor key ring, tamperproof wristbands
<i>Materials Source and Date</i>	NICoteen Program, 2001 1-800-830-1416 www.realityworksinc.com
<i>Source of this Information</i>	Supportive curriculum introduction.
<i>Evaluator Comment</i>	Includes references to CDC recommendations. New version due in 2006.

Science, Tobacco and You	
<i>Target Audience</i>	Grades 4-5
<i>Length</i>	Varying lengths
<i>Objectives</i>	To promote scientific literacy by encouraging students to ask and answer questions through the medium of the issue of tobacco use and prevention.
<i>Materials Description</i>	A multidisciplinary, multimedia, science curriculum through which students explore the harmful effects of tobacco on their bodies, strategies for handling peer pressure to use tobacco products, and the role that advertising plays in promoting tobacco addiction.
<i>Material Format</i>	Each package contains a box of manipulatives (all the equipment necessary for up to 250 students to conduct over 22 activities), a student/teacher guidebook, an interactive CD-ROM, and the website with many of these and supplemental materials in downloadable format.
<i>Materials Source and Date</i>	Center for Integrating Research and Learning or United Learning; 2001 1-888-686-2100 or 1-888-892-3484 http://www.scienceu.fsu.edu/states/wi.html or http://www.unitedlearning.com
<i>Cultural Versions</i>	Spanish versions available for download from the program homepage
<i>Source of this Information</i>	Introductory packet and website

Other Promising Programs

The Minnesota Smoking Prevention Program	
Seeing the Effects	
<i>Target Audience</i>	Middle School/High School
<i>Length</i>	Lesson plans and labs of various lengths
<i>Objectives</i>	<ul style="list-style-type: none"> ➤ Students are expected to gain significant understanding of important biological concepts related to tobacco by using a molecular focused approach. ➤ This additional science understanding will have an effect on the attitudes and behavior of students toward smoking.
<i>Materials Description</i>	The curriculum designed to be implemented into existing biology curriculum is centered on four important biological concept areas: 1) chemistry of smoke and DNA; 2) smoking, cell cycle and cancer; 3) smoking and fetal development; 4) nicotine, nerves and addiction. It is organized into two levels, middle school and high school.
<i>Material Format</i>	CD-Rom or downloadable from the web. Supplemental materials available include virtual models, video clips, photomicrographs, and functional MRI images.
<i>Materials Source and Date</i>	The Medical College of Wisconsin, Center for Science Education; 2003 1-414-456-8191 http://www.mcw.edu/display/router.asp?docid=7067
<i>Source of this Information</i>	Introduction to the program
<i>Evaluator Comment</i>	This would be outstanding in any high school biology classroom, depending upon the district's stance. It does assume a high level of biology and organic/inorganic chemistry for the typical middle school student, although it could be useful as part of an accelerated science/health class. Labs are very long. These activities would promote discussion at home with parents, driven by the students' observations in class.
<i>Target Audience</i>	Ages 11-15
<i>Length</i>	Six lessons, 45-60 minutes each
<i>Objectives</i>	<p>Students will:</p> <ul style="list-style-type: none"> ➤ identify reasons people start smoking, ➤ learn that non-use of tobacco is the norm, ➤ practice skills to resist, and ➤ recognize covert messages in ads for tobacco.
<i>Materials Description</i>	This curriculum explores the major social influences that encourage and support youth tobacco use. An integral part of this curriculum is the peer leader component which incorporates same age group leaders to facilitate many of the classroom activities.
<i>Material Format</i>	Facilitator and peer group leader guides, separate handout packets
<i>Materials Source and Date</i>	Hazelden; 2004 1-800-257-7810 http://www.hazelden.org
<i>Cultural Versions</i>	Spanish
<i>Source of this Information</i>	Introduction to the curriculum.
<i>Evaluator Comment</i>	Interactive and to the point, but does not include boosters in later grades.

Other Promising Programs

Tobacco: A Smashing Curriculum	
<i>Target Audience</i>	Grades 5-9
<i>Length</i>	14 lessons, most 45-50 minutes in length
<i>Objectives</i>	The students will receive tobacco information in an interdisciplinary format.
<i>Materials Description</i>	This curriculum can be used by one teacher, multiple content teachers, or as a concentrated health convocation in which everyone in school is a participant. Lessons are designed in 7 content areas: math, social studies, language arts, science, health, developmental guidance, reading and performing arts.
<i>Material Format</i>	Plastic tub containing a curriculum binder with lessons and 2 plays, 3 instructional aides (BIOQuest® Simulated Smoker's Lungs Demonstration Kit, Sponge Lungs Demonstration Kit, Emphysema Simulation Kit), and the Tobacco Disconnect Game.
<i>Materials Source and Date</i>	Nasco; 2004 1-800-558-9595 http://www.enasco.com
<i>Source of this Information</i>	Curriculum guide

Tobacco Use Prevention Health Literacy Performance Assessments: 2004-2005 Edition	
<i>Target Audience</i>	Grades 1-12
<i>Length</i>	Lessons 45 minutes; tasks two to three days
<i>Objectives</i>	The students will demonstrate tobacco knowledge and skills through the development of various products.
<i>Materials Description</i>	This set of 23 tobacco performance assessments is intended to enhance the regular curriculum through extension activities assessing learning. It is packaged with 15 other content areas and 3 "Best of the Best" issues and organized by elementary, middle, and high school assessments.
<i>Material Format</i>	CD-Rom
<i>Materials Source and Date</i>	Wisconsin Department of Public Instruction; 2004 1-608-266-8960 http://www.dpi.wi.gov/sspw/tadocs.html
<i>Source of this Information</i>	Introduction to the document.
<i>Evaluator Comment</i>	Age-appropriate strategies that support a number of tobacco issues.

2. SCHOOL POLICIES

Fit, Healthy, and Ready to Learn: Volume 3	
<i>Target Audience</i>	Key policy-makers in schools and communities
<i>Length</i>	Varying lengths of time.
<i>Objectives</i>	The key decision-makers will: <ul style="list-style-type: none"> ➤ incorporate skills for developing effective tobacco policies, and ➤ incorporate sample tobacco policies in the development of local policies.
<i>Materials Description</i>	This document serves as technical assistance to assist decision-makers on tobacco policy issues. Addresses skills, samples, and broad policy.
<i>Material Format</i>	School health policy guide. Binder ready.
<i>Materials Source and Date</i>	National Association of State Boards of Education; 2000 1-800-220-5183 http://www.nasbe.org/healthy_schools/healthy_schools.htm
<i>Source of this Information</i>	Introduction to the document.
<i>Evaluator Comment</i>	Although the copyright date is 2000, the administrative rather than curricular nature of this guide still allows for valuable use. The sample tobacco policies are very helpful.

Other Promising Programs

Tobacco-Free Sports Playbook	
<i>Target Audience</i>	Teachers or community leaders who work with youth
<i>Length</i>	Numerous strategies with various lengths of time
<i>Objectives</i>	To encourage creative and effective incorporation of sports into tobacco-free activities
<i>Materials Description</i>	Numerous examples of successful tobacco-free policies, media campaigns, and education programs.
<i>Material Format</i>	Planning guide
<i>Materials Source and Date</i>	Centers for Disease Control and Prevention; 2001 http://www.cdc.gov/tobacco/sports_initiatives.htm
<i>Source of this Information</i>	Introduction to the document

3. YOUTH ADVOCACY AND PEER EDUCATION

Clear the Air: Second-Hand Smoke Toolkit	
<i>Target Audience</i>	Middle school/ high school
<i>Length</i>	Numerous strategies with various lengths of time
<i>Objectives</i>	To promote knowledge and skills to advocate for a healthy smoke-free environment
<i>Materials Description</i>	The DVD will increase students' understanding of the targetting of youth in tobacco advertising. The manual contains basic second-hand smoke facts, youth activities, research and extensive resources to support youth advocacy relative to smoke-free air.
<i>Material Format</i>	Manual and DVD
<i>Materials Source and Date</i>	Wisconsin Department of Public Instruction; 2003 1-608-266-8960 http://www.dpi.state.wi.us/sspw/tadocs.html
<i>Source of this Information</i>	Introduction to the document.
<i>Evaluator Comment</i>	DVD is great

TATU: Teens Against Tobacco Use	
<i>Target Audience</i>	Grades 7-12
<i>Length</i>	Five strategies plus numerous ancillary ideas.
<i>Objectives</i>	The peer educators will: <ul style="list-style-type: none"> ➤ incorporate accurate tobacco information in presentations with peers, and ➤ build effective teaching strategies to use with peers.
<i>Materials Description</i>	This curriculum explores the critical knowledge, skills, and attitudes needed to be an effective peer educator and includes multiple instructional strategies for them to use.
<i>Material Format</i>	Facilitator training materials and student training and activity manual
<i>Training</i>	To become certified, facilitators are required to attend an eight-hour training available through American Lung Association of Wisconsin. The curriculum is not available for purchase only.
<i>Materials Source and Date</i>	American Lung Association of Wisconsin; 2003 1-262-782-7837 www.lungusa.org
<i>Source of this Information</i>	Introduction to the curriculum.
<i>Evaluator Comment</i>	Well-organized tool to train peer educators that is consistent with CDC guidelines.

Other Promising Programs

Tobacco-Free Sports Implementation Guide and Tool Kit (Milwaukee)	
<i>Target Audience</i>	Teens presenting to younger youth
<i>Length</i>	15 minutes weekly for 5 weeks
<i>Objectives</i>	Youth will understand and demonstrate knowledge of: <ul style="list-style-type: none"> ➤ health risks of tobacco use and second-hand smoke, ➤ tobacco industry marketing tactics, and ➤ healthy choices for lifelong wellness. Adults (coaches, athletic staff and parents/guardians) will understand: <ul style="list-style-type: none"> ➤ how to support and promote tobacco-free lifestyles.
<i>Materials Description</i>	A youth-led, adult-guided initiative. Teens are trained as presenters to younger children in athletic programs. Outreach and educational efforts are conducted by the program coordinator for coaches, officials, and athletic staff prior to each sport's season. Supported by media events.
<i>Material Format</i>	Planning guide and curriculum for teen trainers
<i>Materials Source and Date</i>	City of Milwaukee Health Department; 2003 1-414-286-8104 pfaute@milwaukee.gov
<i>Source of this Information</i>	Introduction to the document

4. YOUTH CESSATION AND INTERVENTION

Alternatives to Suspension	
<i>Target Audience</i>	Grades 6-12
<i>Length</i>	Four 50 minute sessions
<i>Objectives</i>	The program will increase students' motivation to quit smoking through: <ul style="list-style-type: none"> ➤ an understanding of the harmful effects of smoking, and ➤ the development of strategies to cope.
<i>Materials Description</i>	This program is offered as an option to students who face suspension for violation of the school tobacco use policy.
<i>Material Format</i>	Facilitator manual
<i>Training</i>	No formalized training, but technical assistance is available from American Lung of Wisconsin and training could be arranged if needed.
<i>Materials Source and Date</i>	American Lung Association of Wisconsin; 2002 1-262-782-7833 www.lungusa.org Materials provided with N-O-T manual at N-O-T training, but may be ordered separately.
<i>Source of this Information</i>	Introduction to the document.
<i>Evaluator Comment</i>	Some middle school adaptations need to be developed.

Other Promising Programs

Enough Snuff	
<i>Target Audience</i>	Males age 15-adult
<i>Length</i>	Self-paced
<i>Objectives</i>	Smokeless tobacco cessation
<i>Materials Description</i>	Self-help tobacco cessation program designed for smokeless tobacco users.
<i>Material Format</i>	Manual, 20 minute video, telephone counseling
<i>Cultural Versions</i>	Native American
<i>Materials Source and Date</i>	Applied Behavior Science Press; 2005 1-888-345-8744 http://www.appliedbehaviorscience.com
<i>Source of this Information</i>	SAMHSA and introduction to the document
<i>Evaluator Comment</i>	SAMHSA Effective Program, although little research on youth

Spit Tobacco Intervention	
<i>Target Audience</i>	Male high school baseball players
<i>Length</i>	One 50-60 minute peer-led session, a 15 minute dental component, one 5-10 minute follow-up telephone call
<i>Objectives</i>	Spit tobacco cessation and reduced initiation of spit tobacco use
<i>Theory</i>	Based on cognitive social learning theory
<i>Materials Description</i>	The peer-led component includes a discussion of media and industry influences, a slide presentation, and video all conducted in a team meeting. The dental component includes an oral exam by a dentist and, for spit tobacco users, a brief counseling session to establish a quit date and a follow-up call by a dental hygienist to discuss the quit date.
<i>Material Format</i>	CD-Rom containing peer leader and dental manuals; advertisements; slides; and peer leader training tape
<i>Training</i>	Dentists and hygienists - one day training, peer leaders - 2 hour training workshop
<i>Materials Source and Date</i>	National Cancer Institute; 2003 Contact by e-mail from the website. http://cancercontrol.cancer.gov/rtps/rtps_search.asp?choice=default&topicID=1&currentPage=2
<i>Source of this Information</i>	SAMHSA, National Cancer Institute, introduction to the document
<i>Evaluator Comment</i>	SAMHSA Promising Program

Other Promising Programs

Intervening with Teen Tobacco Users: TEG **USE WITH CAUTION!	
<i>Target Audience</i>	Grades 6-12
<i>Length</i>	Eight 45-50 minutes sessions
<i>Materials Format</i>	Booklet of multi-strategy lessons with supplemental videos purchased separately
<i>Objectives</i>	Participants will be provided: ➤ information on tobacco effects, and ➤ skills to become smoke-free and move into a cessation program.
<i>Materials Description</i>	This curriculum is designed as a tool to provide tobacco-related information to groups as an alternative to suspension after a tobacco-related violation
<i>Materials Source</i>	Community Intervention, Inc.; 2000 1-800-328-0417 http://communityintervention.org/ShowView/category/s&
<i>Source of this Information</i>	Facilitator's guide
<i>Evaluator Comment</i> **	This program was not approved by the reviewers due to outdated fact sheets and the date of publication. Trained facilitators are able to receive updates online, however, so for the many Wisconsin schools already using the program, it is indeed a current and appropriate program.

C. SUPPLEMENTAL MATERIALS

FACTivism to Go Kits	
<i>Target Audience</i>	Middle school/high school
<i>Length</i>	Numerous strategies with various lengths of time
<i>Material Format</i>	Five boxed kits fully stocked with activism materials to assist with the implementation of simple FACT actions
<i>Objectives</i>	Students will be made aware of the devious marketing tactics of Big Tobacco and will be empowered to activism.
<i>Materials Description</i>	The FACTivism to Go Kits were developed based on the input of FACT's Youth Board of Directors. The main issues highlighted in the separate kits are: Tobacco Free Schools, Tobacco in Hollywood, Helping People Quit, Disparities, and Clean Indoor Air. Youth groups should choose one issue for which to order a kit. They will be limited in quantity and only provided for a short period of time, so only one kit will be provided per county (preferably through the tobacco coalition).
<i>Materials Source and Date</i>	Luke Witkowski – FACT; 2005 1-608-833-0857 witkowski@excepc.com Schools should first contact their county tobacco coalition. If there is no county coalition or if no kit will be ordered by the coalition, an adult advisor of the youth group may sign and return a memorandum of understanding to receive one of the five kits.
<i>Source of this Information</i>	FACT website: www.fightwithfact.com/kits
<i>Evaluator Comment</i>	These kits were released after reviews were held.

Second-Hand Smoke: A Matter of Life and Breath	
<i>Target Audience</i>	Grades 7-12
<i>Length</i>	10 minute video, varying lengths of activities
<i>Objectives</i>	Students will be able to: <ul style="list-style-type: none"> ➤ recognize that tobacco is an extremely addictive and dangerous substance, ➤ appreciate how many dangerous chemicals exist in both mainstream tobacco smoke and in sidestream tobacco smoke, ➤ understand that cigarette smoke causes serious damage to many areas of the body for both smokers and non-smokers alike, ➤ realize that smoking is an unattractive habit, ➤ see vivid proof of the ways that smoking can alter a person's life and well-being, ➤ be wary of the power of advertising to "hook" new smokers, ➤ spread the message that tobacco kills, and ➤ identify reasons to be smoke-free.
<i>Materials Description</i>	The video provides startling medical facts along with teenagers' thoughts and reflections on how it feels to associate with those who smoke, and how they view the billion-dollar tobacco industry and its manipulative tactics. Provides unique approaches on how to handle other people who smoke.
<i>Material Format</i>	Teacher manual and 12 student activities with video
<i>Materials Source and Date</i>	Human Relations Media; 2003 1-800-431-2050 http://www.hrmvideo.com
<i>Source of this Information</i>	Introduction to the materials

Supplemental Materials

Secrets Through the Smoke	
<i>Target Audience</i>	Middle school/high school students, community health leaders, policy-makers
<i>Length</i>	55 Minute, 3 part-segment video
<i>Material Format</i>	Video, teacher's guide, facilitator's guide for use with community leaders and policy-makers
<i>Objectives</i>	<p>Students will be able to:</p> <ul style="list-style-type: none"> ➤ identify some harmful effects of tobacco use, ➤ define key tobacco-related terms, ➤ discuss the effects of tobacco advertising, especially among young people, and ➤ identify what is meant by tobacco settlement money.
<i>Materials Description</i>	Educational video featuring former senior ranking tobacco industry "insider," Dr. Jeffrey S. Wigand, who publicly voices his concerns about tobacco and health. Supplemental materials promote critical thinking and encourage discussion.
<i>Materials Source and Date</i>	Centers for Disease Control and Prevention; 2001 1-800-311-3435 http://www.cdc.gov
<i>Source of this Information</i>	Introduction to the materials

Up to Snuff	
<i>Target Audience</i>	Grades 7-12
<i>Length</i>	Various lengths of time
<i>Objectives</i>	<ul style="list-style-type: none"> ➤ To help teachers, parents and adolescents become more aware of the health risks involved in using smokeless tobacco products ➤ To help young people quit their use of snuff or chew if they are already using them
<i>Material Format</i>	Teacher workbook
<i>Materials Description</i>	The workbook helps teachers educate young people and adults about the history, health risks, prevalence and legal issues of smokeless tobacco use. It includes 18 reproducible activities and a resource section on related materials and suggested readings.
<i>Materials Source and Date</i>	Applied Behavior Science Press; 2002 1-888-345-8744 http://www.appliedbehaviorscience.com/sltEducation.htm
<i>Source of this Information</i>	Introduction to the workbook

C. Fact Sheets

For the most up-to-date data on tobacco usage and attitudes as well as current information on the effects of tobacco, visit these websites:

Tobacco Control Resource Center, Wisconsin Clearinghouse for Prevention Resources
<http://www.tobwis.org/>

American Legacy Foundation
<http://www.americanlegacy.org/americanlegacy/skins/alf/home.aspx>

Campaign for Tobacco Free Kids
<http://www.tobaccofreekids.org/>

Wisconsin Youth Risk Behavior Survey
<http://dpi.wi.gov/sspw/yrbsindx.html>

Wisconsin Youth Tobacco Survey
<http://dhfs.wisconsin.gov/tobacco/YTS.htm>